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THE PRESENT STATUS OF SCHOOL DESEGREGATION AND PLANS TO FURTHER FACILITATE THE TRANSITION OF EDUCATIONAL PROGRAMS IN SUSSEX COUNTY, DELAWARE.... INTERIM REPORT.

BY- CORNING, HOBART M.

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THIS REPORT INDICATES THAT EACH SCHOOL DISTRICT IN SUSSEX COUNTY HAS CARRIED OUT PREVIOUSLY FORMULATED PLANS TO PREPARE FOR THE CHANGE FROM UNIRACIAL TO BIRACIAL SCHOOLS. TEN ALL-NEGRO SCHOOLS HAVE BEEN PHASED OUT, AND STUDENTS AND MOST OF THE STAFF HAVE BEEN ABSORBED INTO FORMERLY ALL-WHITE SCHOOLS. SOME INTEGRATED ACTIVITIES FOR STUDENTS AND TEACHERS HAVE TAKEN PLACE. THE PUBLIC IS SAID TO HAVE BEEN GENERALLY COOPERATIVE, AND DESEGREGATION HAS BEEN FREE OF CONFLICT AND OPPOSITION. IT IS FELT THAT INTEGRATION IN THESE DESEGREGATED SCHOOLS WOULD BE GREATLY FACILITATED BY PROFESSIONAL INSERVICE INSTITUTES WHICH FOCUS BOTH ON GENERAL CONSIDERATIONS AND ON LOCAL NEEDS. THE REPORT INCLUDES BRIEF DESCRIPTIONS OF FOUR CONFERENCES WHICH WERE ADDRESSED BY EXPERT CONSULTANTS, AND ONE PART OF THE DOCUMENT DEALS WITH THE SPECIAL PROBLEM OF PHASING OUT A PREVIOUSLY ALL-NEGRO COUNTYWIDE HIGH SCHOOL. IT HAD BEEN PROPOSED THAT THIS MODERN AND WELL-EQUIPPED FACILITY BE CONVERTED INTO A COMMUNITY COLLEGE, A PROPOSAL WHICH HAS BEEN APPROVED BY THE STATE LEGISLATURE. A BOARD OF TRUSTEES IS PRESENTLY PLANNING A COMPREHENSIVE 2-YEAR COMMUNITY COLLEGE AND TECHNICAL INSTITUTE FOR THE SITE. (NH)

ED016714

December 12, 1966

Mrs. Eleta Edmonds, Grants Clerk
United States Office of Education
Regional Office Building, Room 3661
Seventh and D Streets, N.W.
Washington, D.C.

Dear Mrs. Edmonds,

As you requested I am submitting this interim report covering activities from the beginning of my contract, November 1965 to the present.

On July 8th, 1966 I submitted and personally delivered twenty five copies of a 14 page interim report. In the present report I have condensed and to some extent modified that earlier interim report and added items of more recent occurrence.

As you indicated on the phone I am transmitting five copies of this report. If more copies are needed I will gladly supply them.

Very truly yours,

H. M. Corning

Hobart M. Corning
Advisory Specialist
William C. Jason High School
Georgetown, Delaware

Copies to:

Dr. Richard P. Gousha, State Superintendent of Public Instruction
Mr. Howard E. Row, Assistant State Superintendent
Mr. Roger C. Mowrey, Assistant State Superintendent
Mr. Daniel E. Koble, State Director of Secondary Education

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INTERIM REPORT OF HOBART M. CORNING, ADVISORY SPECIALIST UNDER TITLE IV, SECTION 405 OF PUBLIC LAW 88-352

THE PRESENT STATUS OF SCHOOL DESEGREGATION AND PLANS TO FURTHER FACILITATE THE TRANSITION OF EDUCATIONAL PROGRAMS IN SUSSEX COUNTY, DELAWARE, TO A COMPLETELY INTEGRATED EDUCATIONAL SYSTEM IN ORDER TO MEET THE NEEDS OF A CHANGING SOCIETY.

VD004706

This interim report is respectfully submitted by

H. M. Corning

Hobart M. Corning
Advisory Specialist

December 13, 1966

INTERIM REPORT OF HOLART M. CORNING, ADVISORY SPECIALIST,
UNDER TITLE IV, SECTION 405 OF PUBLIC LAW 88-352

This report reflects the nature of my assignment as Advisory Specialist which involves "The Development of a Plan to Facilitate the Transition of Educational Programs in Sussex County, Delaware, to a Completely Integrated Educational System." The assignment also includes a complicated corollary, namely assistance in the determination of the ultimate utilization of the William C. Jason plant after the school now housed there is completely phased out as a county wide high school for negro youth of Sussex County, in the Summer of 1967. The corollary problem is the direct outgrowth of the process of desegregation and integration of the schools of Sussex County and its solution is as essential to the smooth transition in the schools as any other procedure involved in the change.

In spite of this singleness of operation and purposes, the corollary, because it is quite involved is treated separately in this report. The report that follows is therefore in two parts.

PART I

This part of the report deals with:

(A.) The progress and present status of desegregation and integration in the schools of Sussex County, and

(B.) Further plans to facilitate the smooth transition of educational programs to a completely integrated system.

A. PROGRESS AND PRESENT STATUS OF DESEGREGATION IN THE SCHOOLS OF SUSSEX COUNTY

The desegregation of students and faculties in the schools of Sussex County Delaware is proceeding on schedule. Much has been accomplished.

(1.) The compliance plans for desegregation adopted by each school district in July 1965 were submitted to and approved by the State Department of Education and the United States Office of Education. The first phase of these plans was carried out in each district for the school year 1965-66 and the final steps to complete the process have been accomplished for the 1966-67 school year.

(2.) Ten formerly all negro schools in the county have been phased out and the students and practically all of the teachers have been absorbed in previously all white schools in the county.

(3.) The William C. Jason Comprhensive High School-formerly a county wide, state supported school for negro youth is in process of being phased out. Enrollment has declined sharply from 1188 in January 1965 to 828 in the school year 1965-66 and has further declined in 1966-67 to 280. In June 1967 the school will be completely phased out through the process of assigning students to their home desegregated districts.

(4.) With completion of the phase out of Jason there will be no all negro and no all white schools in Sussex County.

(5.) There have been many integrated activities among teacher and student groups. Some of these have occurred for several years, others are new.

A. Student integrated activities:

a. The county high school band and chorus have comprised negro and white students for several years. In 1965-66 for the first time these large groups met for two full days at Jason High School for rehearsals and final concert. Jason teachers assisted. Jason students are members of the state wide band and chorus.

b. County wide track meets have included negro participants and Jason has competed with several schools in baseball and in scrimmages in basketball and football.

c. Boys State and Girls State groups include Jason students.

d. This year for the first time Jason students are attending the Sussex County Vocational Technical Center.

e. County wide student Council activities are integrated.

B. Integrated activities of teacher groups:

a. This year for the first time the annual all day meeting of the Sussex County Teachers Association, an integrated group, was held at Jason High School and was presidered over by Harrison H. Short, a negro member of the Jason faculty and the elected Vice President of the group. At this meeting he was elected president for the school year 1966-67.

b. Meetings of chief school officers of Sussex County lasting a full day have been held at Jason. Several shorter meetings of this group and other school officers have been held at Jason.

c. Jason has been represented on Middle States Evaluation Teams. This year for the first time two Jason faculty members served in Sussex County, one as a member, the other as assistant chairman of a team. At least 10 Jason faculty members have served on evaluation teams in former years.

d. A Jason faculty member is editor of the publication of the Delaware High School Principals Association.

e. Mr. John Parker, Chief School Officer at Jason is a member along with three other chief school officers of Sussex County of the Advisory Segregation-Integration Committee of The University of Delaware.

PREPARATION FOR DESEGREGATION

(5.) Individual school districts in the county have formulated and carried out plans to prepare their previously uni-racial student bodies and faculties for the change to a bi-racial situation and to create understanding and readiness on the part of negro youth and faculty members for the new assignments and experiences.

a. Prior to transfer many schools invited prospective enrollees to visit the new schools where white students acted as hosts and hostesses.

b. In many instances buses transported Jason students to their new schools where they profited by a day of orientation experiences.

c. Many negro teachers and officers to be employed in previously all white schools were invited to visit those schools and they were welcomed by teachers and officers.

There is evidence from conferences with individual students and teachers that these and other preparatory experiences were effective in helping to develop an "at home" feeling on the part of the new comers and a spirit of understanding and cooperation in the white student bodies and faculties.

(6.) EXTENT OF DESEGREGATION BY SCHOOL DISTRICTS

TABLE I

Sussex County Delaware School Districts
White and Negro Enrollments-September 30, 1966

SCHOOL DISTRICT	TOTAL	WHITE	COLORED	PERCENT COLORED
Bridgeville	1145	664	481	42
Clayton	917	635	282	30.7
Delmar	577	503	74	12.8
Ellendale	252	102	150	59.5
Georgetown	1663	1441	222	13.3
Greenwood	732	575	157	21.4
Wm. C. Jason	279	15	264	94.6
Laurel	2090	1663	457	21.8
Lewes	1552	1066	486	31.3
Lincoln	229	89	140	61.1
Lord Baltimore	578	419	159	27.5
Millsboro	1396	859	537	38.4
Milton	1050	666	384	36.5
Rehoboth	611	472	139	22.7
Seaford	3373	2632	741	21.9
Selbyville	857	494	363	42.3
Milford	2961	2372	589	19.8
TOTAL	20262	14637	5625	27.7

For detail of desegregation by individual schools within districts see supplement A -

PUBLIC REACTION TO DESEGREGATION

The desegregation of the schools thus far has proceeded with remarkable freedom from conflict and opposition on the part of the public. There have been no public demonstrations, concerted acts of opposition or refusals to cooperate. There have been some instances of individuals claiming that the process has not gone far enough or fast enough and a few have claimed that some children have been discriminated against in the receiving schools. The teachers and officers generally have been understanding and successful in resolving these complaints. In the very few instances in which the complaints have been formalized they have been referred through proper channels for solution. Undoubtedly there are people who are not happy about the change but in general the public reaction has been characterized by cooperation and passive or even favorable acceptance.

B. FURTHER STEPS IN ATTAINING A SMOOTH TRANSITION OF EDUCATIONAL PROGRAMS TO A COMPLETELY INTEGRATED SYSTEM

In spite of accomplishments, the desegregation of the schools is still a demanding challenge to teachers and administrators. The new experiences have enabled them to identify problems some of which are difficult of solution.

Meetings and conferences with school personnel have revealed a definite need for professional help in the solution of existing and anticipated problems and in the prevention of similar problems in the future. It is evident that desegregation-the assignment of children, youth and teachers to non-segregated situations-does not in itself provide the desired guarantee of equal educational opportunities for all pupils. Integration goes much deeper into the problems than desegregation and only by taking the additional steps can the guarantee of equal opportunity be attained. Herein lies the need for professional help.

The concensus of opinion in the county was that the best way to provide the needed professional help would be to conduct an inservice institute or series of institutes. Accordingly much time and effort were spent in planning and preparing the proposal for an institute, the principal features of which are delineated as follows:

PROPOSAL FOR IN-SERVICE INSTITUTES

(1.) Nature of the organization

The program will be organized into two categories:

Institute A — A three day institute to be held late in August for voluntary teams of participants from the various school districts, and

Institute B — A year around institute or series of institutes to be held periodically in individual school districts or for combinations of school districts having common problems, or at a central point on a county wide basis.

For both institutes a professional staff will be available. Staff members

will be recruited from regional colleges and universities, The United States Office of Education, The State Department of Education and will include school administrators, counselors and teachers who are experienced in dealing with multi-cultural problems.

(2.) Assuring that institute programs would be attuned to local needs:

Meetings of Chief School Officers were held to determine (1) the extent of need for this type of professional help and (2) the areas in which help is needed. The discussion by these officers after they conferred with their staffs indicated that there is definite enthusiam for the project and that there is need for the type of professional help which a well organized and staffed institute could provide. These officers suggested the following areas and problems which should be included:

(1.) Methods and techniques for helping students improve self image
(2.) Problems of communication
(3.) Helping slow learning pupils
(4.) Problems of teacher-pupil, pupil-pupil relations
(5.) Methods of making new comers (students and faculty) feel at home and secure in the new situation
(6.) Problems related to ability grouping
(7.) Devices designed to deal with any cultural lag which may exist
(8.) Utilizing the services of welfare agencies
(9.) School problems involving sanitation
(10.) Methods designed to improve citizenship and behavioral practices
(11.) How elicit the help of parents and the public in coping with new situations
(12.) How to handle emergency problems as they arise

3. Program Content:

It was proposed that the program would include the following:

(1.) Approaches and methods for solving trouble-spot problems im desegregated schools with special emphasis on specific problems suggested by local school officers and referred to under 2 above.

(2.) An overview of racial, religious, and ethnic groups in the American society.

(3.) Psychological, sociological, anthropological, and educational factors determining difference between racial and cultural groups in an American community.

(4.) The history and current status of Civil Rights Legislation.

(5.) Instructional practices in desegregated schools (including curriculum development and implementation). This will include such items as learning potential of individual pupils, use of differentiated programs of study for pupils, and instructional organization and practice designed to insure equal educational opportunities for all pupils.

(6.) The role of the school in communicating to the total community the complexity of problems associated with a desegregated school and eliciting community understanding, help and support.

(7.) Additional subjects which participants may request as a result of their past or anticipated experiences.

4. All other items required by the Policies and Proceedures Manual for inclusion in the proposal were carefully worked out.

5. Federal funds requested were $114,190.00

This proposal was submitted to and approved by the Delaware State Department of Public Instruction, signed by the appropriate officers and transmitted to the United States Office of Education.

REVISION OF INSTITUTE PROPOSAL

As time went on and approval in Washington had not been received it was considered wise to revise the proposal for resubmission. Accordingly a new proposal was prepared which reduced the amount of Federal Funds requested from $114,190.00 to $64,490.00, a reduction of 43.5%.

The principal element in the reduction of costs was the elimination of the three day institute in August. Other reductions in cost were also effected.

This revised proposal was approved by the State Board of Education, signed by the officers and submitted to the United States Office of Education on July 8, 1966.

This proposal has not been approved.

The above account of our efforts and failure to secure Federal funds is included in this report not in any sense as a complaint or critisism. Although wide spread disappointment was natural there has not been and is not now any feeling of critisism. The details of this effort are included in this report because an appreciable segment of my time and unmeasured time of others was spent in the detailed planning for the institutes and the preparation and presentation of the proposals. The effort involved many group and individual conferences with local school personnel, consultations with State School Officers and with Dr. Ralph Duke of the University of Delaware, the study of institute proposals prepared elsewhere, the study of the reports of in-service institutes that have been held, a thorough review of pertinent professional literature and the search for and investigation of prospective consultants and resource persons. Eighty qualified and experienced consultants were recommended by various State Departments of Education, Universities, Colleges and Professional Organizations.

Fortunately, even though the institute proposals have not been approved, the search for professional leaders has not been entirely a wasted effort. As explained later in this report some of them are now being engaged.

PROVIDING PROFESSIONAL ASSISTANCE ON PROBLEMS RELATED TO INTEGRATION WITHOUT A FORMALIZED INSTITUTE PROGRAM

Now that there is no possibility that either institute will be approved, school personnel face the fact that the same urgent needs for professional assistance that prompted the institute proposals in the first place still exist.

Very fortunately the approved budget for the Sussex County project includes a $1000.00 item for the employment of consultants. On October 28, 1966 a request was forwarded to the United States Office of Education that the budget be changed by transferring from the secretarial account $2000.00, which will not be needed for that purpose, to the consultant account. I was advised by a phone call that the request has been granted and the formal letter authorizing the change has been received.

Meanwhile the $1000.00 in the account has been encumbered and consultants have been engaged on the schedule which follows:

UTILIZATION OF CONSULTANTS

1. Consultative service of Dr. James H. Bash.

Dr. James H. Bash, Professor of Education and Director of Field Services at the University of Virginia served as consultant to school personnel of Sussex County, Delaware on problems related to school integration. Dr. Bash was with us for two days, November 16th and 17th.

During the past year Dr. Bash was the director of a project for the Commission on Education and Human Rights of Phi Delta Kappa. In that capacity he worked with superintendents, principals, teachers and students in seventeen states in order to find out what practices were effective in bringing about a successful and smooth transition from segregated to desegregated schools. Many of the findings of this extensive study are being published in a series of six pamphlets by Phi Delta Kappa.

The following program was carried out:

a. During the day on November 16th and the morning of November 17th, Dr. Bash briefly visited five local school districts and gave valuable consultative service to school officers, counselors and as many teachers as could be present during school hours.

   Numbers of participants in these five individual districts varied. The attendance ranged from 2 to 20. Total attendance was 46. In each case the chief school officer was present and as many other officers and teachers as could be spared during regular school hours.

   While these groups were small they were very intimate. The questions, answers and discussions related directly to the specific problems of each individual school.

These conferences were so successful that it was regretted that limitation of time prevented the inclusion of more schools.

b. An important hour and a half conference was held with Rev. Vibert White, President of the Sussex County N.A.A.C.P. group. Dr. Bash, Mr. John Parker chief officer of the William C. Jason School and I conferred with Reverend White.

Comment: We felt that this conference was productive in that some expressions of criticism and doubt about the progress of integration in the schools which were expressed early in the conference were either changed or mollified as the conference continued. A particular subject of criticism by Reverend White was the phasing out of the William C. Jason Comprehensive School as a state supported county wide high school for negro youth. This he contended was a mistake since it required negro youth to attend high school in their home districts where in some instances, it was claimed, facilities are inferior to those at Jason. However an explanation of the plan to establish a two year community college at Jason giving white and negro youth opportunity for post high school academic and technical-vocational training at reasonable cost and within commuting distance caused him to agree that the proposed institution will be a great boon to the negro population and will serve as compensation for any regrets or losses occasioned by the phase out of Jason.

c. At 7:30 P.M. on Wednesday, November 16th a conference meeting at Jason School was held to which all school personnel were invited. This conference session, however, was designed primarily for class room teachers. The meeting was informal with opportunity, in addition to hearing Dr. Bash, for questions, answers and general discussion.

In addition to the leaders, ninety-one (91) attended the two hour meeting which included one representative of the State Department of Public Instruction and eighty-six (86) class room teachers. Evaluative comments on this conference and the one on Thursday afternoon follow:

d. At 3:00 P.M. on Thursday, November 17th at Jason School there was a conference session to which all school personnel were invited. This conference however, was planned primarily for chief school officers, principals and counselors. This session too was informal and planned as a conference rather than a lecture-listening experience.

Thirty three (33) individuals attended this conference including Mr. Daniel E. Kobe, Director of Secondary Education, Delaware Department of Public Instruction, eight (8) chief school officers, eighteen (18) principals and six (6) counselors.

Evaluation of the November 16th and 17th Program

1. Dr. Bash is an experienced and effective consultant. His philosopy is sound, he is personable, speaks well, answers questions and provokes discussion with tact and assurance. He brings to groups the knowledges and understandings gained by his unusually broad experience in working with school personnel in seventeen states on problems related to desegregation and on the identification of successful methods and procedures for solving and preventing those problems.

2. Reactions of participants were favorable:

   a. Remarks frequently heard were,- "This is fine," " We need more of this sort of thing," "Come again."
   b. Frequent applause was reassuring.
   c. Many lingered after the sessions to ask further questions and prolong the discussion.
   d. Attending the Wednesday evening meeting were several officers of the Sussex County Education Association. After the meeting they invited Dr. Bash to return in March to address a general session of their annual convention.
   e. I received many expressions of thanks for arranging the sessions and engaging Dr. Bash as our consultant.
   f. Attendance although voluntary and not remunerated was broadly representative of the various districts in the County. Fifteen of the eighteen school districts participated.

2. DR. MURIEL CROSBY-December 15th, 1966
   Assistant Superintendent of Schools
   Wilmington, Delaware

Dr. Crosby is in charge of instructional programs in the Wilmington Schools and is widely recommended for her understanding and skill in the education of slow learners and in the solution of problems related to integration. She is well known in Delaware, has written and spoken extensively and is eminently qualified to give the type of professional assistance which teachers need.

On December 15th, Dr. Crosby will work in two school districts,-The John M. Clayton and the Millsboro districts. In the morning she will confer in one district with individual teachers and small groups who may be made available during regular school hours on problems related to desegregation as experienced in that school district.

In the afternoon in the other district the same program will be followed until 3:00 P.M.

At 3:00 P.M. there will be a joint faculty meeting of the two schools which Dr. Crosby will address.

3. MR. JACK UPSTEIN-January 16th and 17th, 1967

Mr. Upstein for many years was principal of a large elementary school in mid-city Baltimore the student body of which was multicultural with a large percentage of disadvantaged youth. Because of his success in that position he was transferred to the central administrative office and promoted to the Directorship of Project Mission. Project Mission is funded primarily by the Ford Foundation and administered by the Baltimore City Schools in

cooperation with three teacher training colleges. The purpose of the project is to give appropriate training to prospective teachers and in-service training for teachers in service in order to enable them to work effectively and happily in mid-city schools with a preponderance of disadvantaged youth.

The following quotation from the brochure of Mr. Upstein's Project Mission sets forth its philosophy: "If the proper study of mankind is man, then the proper study of the inner-city children is human relations. Without a profound, practical knowledge of human relations, teachers can do little to fulfill the dreams of these children. To ensure that the glimmers of hope in Project Mission children will be kept alive, teachers require a blend of theory and practice in human relations. Because human relations is a complex area, to understand it requires that teachers have an intimate knowledge of many disciplines-anthropology, sociology, psychology, etc.-to name but a few. To insure that their training does not take place in a vacuum, teacher candidates shall be instructed in the school setting as much as possible."

4. DR. CHARLES BISH of the N.E.A.-January 18th and 19th, 1967

Dr. Bish has spent 33 years as teacher, administrator and college professor. He was principal of McKinley High School, one of Washington's largest, throughout the process of planning before the Supreme Court ruling and then carrying out those plans for desegregation. In all of this difficult process he was most successful in dealing with administrative, control and instructional problems. His present responsibility with the N.E.A. is as Director of the Carnegie Foundation funded Project on the Academically Talented. His greatest concern is waste of talent which he calls "permitting youngsters to avoid opportunities that would help them work up to their full capacities"-and that concept of waste applies to the disadvantaged as well as to the gifted. Currently Dr. Bish is serving as a consultant for many school districts including Baltimore, Richmond, Greensboro, Wichita and South Bend, Indiana. Much of his work has to do with problems arising from culture-conflict situations.

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The preceding services are planned for individual school systems or for combinations of neighboring schools. The next occasion will be a general meeting for all school personnel to which the general public will be invited.

6. DR. ETHEL J. ALPENFELS-January 25, 1967
Professor of Anthropology
N.Y. University School of Education

Dr. Alpenfels is one of the best known and most respected anthropologists in the country. She is author of "Sense and Nonsense about the Human Race" and of many articles on human behavior. She also appears frequently on radio and TV and has taught television courses.

Recipient of many honors and awards, including designation as "Woman of the Year" and "Teacher of the Year," Dr. Alpenfels is active in numerous organizations. She attended the University of Washington in Seattle and the University of Chicago, and received a doctorate from Colorado State College in Greeley. She also did field work among American Indians under the direction of Dr. Leslie Spier of Yale University.

Dr. Alpenfels recently returned from Colorado where she lectured in three centers at the annual convention of the State Education Association. Dr. Minear, Executive Secretary of the C.E.A. wrote to me as follows about her work there: "I am happy to report to you that she did a tremendous job for us. I recommend her highly for any service she could perform for you. We enjoyed her so very much. It was my privilege to be in Pueblo the afternoon she talked to the Southern Division teachers, and they gave her a real standing ovation."

Dr. Alpenfels' message will be informative and stimulating to all school personnel and the general public.

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If there are sufficient requests additional consultants will be engaged.

PART II

ASSISTING IN THE DETERMINATION OF THE ULTIMATE UTILIZATION OF THE WILLIAM C. JASON FACILITY THAT WILL BEST SERVE NEGRO AND WHITE YOUTH OF SUSSEX COUNTY AND LOWER DELAWARE

This part of the report deals with:

(A.) Relationship of the Utilization of the William C. Jason Facility to the Process of School Desegregation

(B.) Progress and Present Status of the Jason Facility Study.

(C.) Survey of Business, Industrial and Professional Employers to Determine Need for Post High School Training

A. RELATIONSHIP OF THE UTILIZATION OF THE JASON FACILITY TO THE PROCESS OF SCHOOL DESEGREGATION

1. The Ultimate Utilization of the William C. Jason facility is a necessary and important phase of the process of desegregating the schools of Sussex County, Delaware.

2. The facility will be vacant in June 1967 as a direct result of desegregation.

   The present all negro enrollment, 280, is 908 less than the enrollment in January 1965. This was accomplished by sending all but juniors and seniors back to their home desegregated districts and by those districts enrolling all new negro seventh graders. In June 1967 no students or faculty will be assigned to Jason.

3. The Jason is a magnificent well preserved facility situated on a 60 acre tract.

   It is considered one of the best planned and equipped plants in the entire area.

4. Enormous public censure and reaction against integration, the process which caused the problem, would follow if the plant remains vacant or if it is not utilized for educational purposes to serve the entire county. Vigorous comments of censure and criticism were expressed by some in both the negro and white communities before the possibility of having a community college was explained.

5. There was reluctance on the part of some negro youth and the negro community to accept transfers to the home desegregated districts, because
   a. It was feared and even claimed that many facilities in the home school are inferior to those at Jason.

b. Fear was expressed by some that students would not be happy and "at home" in the new situation.

6. There was failure of many in the white community to understand why so fine a school, well equipped, well administered and professionally staffed, should be vacated. This was especially ture in those instances where the reassignment of negro students to the home schools resulted in crowding or in instructional problems.

7. The prospect of having a college at Jason to serve all high school graduates is a tremendous force in allaying the anxieties and fears of both negroes and white concerning integration.

   Many feel that desegregation would have been more difficult and less successful had it not been for the concomitant prospect of a comprehensive college.

8. Post high school education is particularly appropriate and needed in Sussex County since there are no opportunities for advanced training in lower Delaware, and students who want to continue their education must travel to the remote up state schools which are beyond commuting distance - the Delaware State College (Predominately Negro) or the University of Delaware (Predominately White.)

9. A two year integrated college near their homes will be a beneficial and dynamic force in broadening the educational, cultural, social and employment horizons of negro and white high school graduates and adults throughout the county. This opportunity for advanced training will:
   a. provide incentives for improving self image
   b. increase employability particularly for disadvantaged youth
   c. help in overcoming the effects of adverse socio-economic conditions
   d. improve inter-racial relations and understandings
   e. promote a desire to strive for the happiness, success and dignity of the good life

B. PRESENT STATUS OF THE JASON FACILITY STUDY

A challenging phase of the desegregation process derives from the fact that the William C. Jason Comprehensive High School will be completely phased out at the end of the school year 1966-67.

The Jason school has been maintained and operated by the State Department of Public Instruction as the county wide high school for negro youth. The phasing out process began in 1965 when the enrollment in January of that year, 1188, was reduced for the school year 1965-66 to 828 by the transfer of students to their home de-segregated districts. In September 1966 only juniors and seniors remained at Jason and the enrollment was reduced to 280. In September 1967, no students or faculty will be assigned to the William C. Jason High School.

As a result of the desegregation process, therefore, the building and grounds will be available for other educational uses. The problem is to determine what ultimate utilization of this magnificent plant will best serve negro and white youth of Sussex County and lower Delaware. This problem and its solution are directly related to and a part of the gneral process of desegregating and integrating the schools of Sussex County.

In September 1965, the State Board of Education appointed the Jason Facility Study Committee under the chairmanship of William A. Carter of Millsboro, Delaware. The Committee has held several meetings and the dedicated members have individually and as a group given serious study to the problem. From the beginning of the study it has been part of my duty as Advisory Specialist under the Civil Rights Act to work with and for this important committee.

There is strong evidence that the utilization ultimately achieved will be the establishment of a Comprehensive Community College serving all post high school youth and adults of Sussex County and lower Delaware.

The plant is abundantly adequate. The building is a large, rambling, modern structure well equipped and situated on a 60 acre tract. Some of the facilities of the building include:

Administrative suite
including general office, three offices for officers and a commodious board or conference room
52 classrooms
Laboratiories
Shops
Auditorium-gymnasium
Capacity 1600
Conference rooms
Library,
Capacity 100
Audio-visual auditorium,
Capacity 250
Teachers lounges
Health suite
Cafeteria,
Capacity 500

With very minor alterations and adaptations the building is adequate for community college use.

The feasibility of establishing a two year community college in Sussex County was first established by applying those measures used elsewhere in the nation, - population of county, number of students enrolled in high schools, number of high school graduates each year and the proximity or remoteness of other collegiate institutions. All of these measures indicate that an adequate community college enrollment can be expected.

Feasibility was further established by the results of a survey of all Sussex County junior and senior students, the individuals most vitally concerned, to determine their opinions, interests and plans. As advisor to the study committee I conducted the survey.

1967 students participated in the survey.

Following are comments on the statistical summary of the replies:

1. It is significant that 1376 juniors and seniors (70%) hope to continue some type of formal education after graduation. Although some of these responses may be wishful thinking, it is evident that the desire, interest and awareness of need for post high school education are controlling factors.

2. It is also significant that 1449 juniors and seniors (73.6%) claim that their high school courses have prepared them for admission to the schools of their choice.

3. In indicating the choice of curriculum they would be interested in, 748 (40%) chose academic offerings with a view to transfer of credits, while 879 (44.6%) chose technical training. Since the selections between these two areas are so evenly divided, both types of training are essential if the needs of youth are to be adequately met.

4. The fact that only 264 (13.4%) chose general education terminal in nature does not indicate that this type of education is unimportant. People in older age groups are more apt to be interested in this type of terminal training.

5. Since 544 (27.6%) need to be gainfully employed while they study, flexible programming and other types of financial assistance will be necessary.

6. When asked, - "Would you consider enrolling in such an institution? "563 (28.6%) answered yes, 711 (36.1%) answered probably. The "yes" and "probably" responses, 1274- (64.7%), indicate a strong interest and a positive potential for enrollment among youth of these ages. Probably there is less potential among the 611 (31%) who answered "not likely." However a large number of these answered in this way because they already have plans and commitments for entrance to other institutions and not because of any lack of interest in higher education. Indications of potential enrollments are present even in this group.

7. The responses of students were refined by these two procedures:
   A. After the students filled out the questionnaires they took them home for consultation with parents and brought them back to school the next day. 1547 - (78.6%) did consult their parents and in that number of cases, 1522- 97 percent of the parents agreed with the students' responses.

B. Counselors were asked to check the choices of curriculum in light of their knowledge of the individual students school record and ability by placing a + indicating approval or a - indicating disapproval on each students expressed choice of curriculum. There were very few minuses but almost a complete approval of the responses.

The students replies therefore reflect their own desires as modified or concurred in by parents and counselors.

A complete copy of the survey results in attached to this report.
See Supplement B

A very important meeting of the Jason Facility Study Committee was held at the Jason school on April 12 at 7:30 P.M. The following were invited by Mr. Carter to attend this meeting:

Members of the Education Committees of the Senate and House of Representatives of the Delaware Legislature
Members of the State Board of Education
Officials of the State Department of Public Instruction
Members of the School Boards of Sussex County
Chief School Officers of Sussex County
Presidents of Sussex County Parent Teacher Associations

Present at the meeting besides the members of the committe were representatives of all these groups including four members of the Education Committees of the State Legislature. Several negroes were in attendance.

The meeting opened with my presentation of the results of the survey of student opinions, needs and plans for post high school education on which I have received many favorable reactions from those attending the meeting. Dr. Edmund J. Gleazer, Executive Director of the American Association of Junior Colleges, gave an informative Address on the community college movement in the United States, answered questions and distributed literature.

This meeting was successful not only in providing information about the philosophy and growth of comprehensive community colleges but also in publicizing the need for such an institution in Sussex County, a need which is particularly acute among disadvantaged segments of the population.

Some further considerations which argue for the establishment of a comprehensive community college are:

(1.) There are only 5 states that have no public community colleges,- Delaware is one of the five.

(2.) Sussex is the southernmost county in the state, far removed from the University of Delaware in Newark and Delaware State College in Dover.

(3.) Many students of college capabilities can not afford to go to established four year institutions with the added expense of travel and living away from home. This is particularly true of many negro youth.

(4.) Many students are unable to qualify for admission to established four year colleges under the rising entrance requirements and the present intensive selectivity proceedures of those institutions due to the bulge in numbers of students already attending and in the numbers seeking admission. Experience of established community colleges proves that many students of this type, do remarkably well in a two year college and many that do so upon graduation are able to transfer to four year institutions with advanced standing.

(5.) Many students are not equipped for present day employment and must have training in many of the technologies demanded by business, industrial and professional employers.

(6.) Many white and negro adults would profit by courses in general education and in organized adult education programs.

(7.) All of southern Delaware would profit by the cultural and social influence of a well organized community college.

There is abundant evidence that it is entirely feasible to establish a community college at the Jason facility and that there is urgent need in southern Delaware for the type of service which a comprehensive community college can offer to all youth but especially to those who because they are educationally and financially desadvantaged would be otherwise unable to receive any post high school education.

C. SURVEY OF EMPLOYERS TO DETERMINE NEED FOR POST HIGH SCHOOL TRAINING

The next step in the Jason Facility Study was the beginning of a survey of business, industrial and professional employers to determine the need for post high school training for prospective employees and for retraining or supplemental training of present employees to equip them to deal with recurrent changes in technical operations. A second object of the survey was to learn from employers the specific types of training needed and, if possible, to have them provide job analyses.

The first formal step in this survey occured on May 17th at the Jason school when I invited to lunch the following key people:

Mr. Joseph Crowley - Representing Food Processors and a member of the Governor's Committee on Education in Delaware.

Mr. William Spottswood - Personnel Director of DuPont Nylon Plant at Seaford, Delaware.

Mr. Harold White, Manager of the Diamond State Telephone Co., at Georgetown.

Enthusiastic interest was expressed in the prospect of a comprehensive community college being established. All present explained the urgent need in their concerns for advanced training to establish and improve employability of prospective employees and to upgrade their present employees. It was agreed by all that in addition to the much needed technical training, the college should offer academic transfer courses and general education terminal courses.

Very shortly after this luncheon meeting Mr. Spottswood invited me to come to the duPont plant on Friday, May 27 to meet with about fifteen of his engineers and top officials.

The meeting at the duPont plant in Seaford, Delaware on May 27 provided the occasion for personal presentations and interviews with Mr. Spottswood and the 15 engineers and key officials who were in attendance.

The following characterized the general discussion:

1. Enthusiastic interest was expressed.

2. Many important questions were asked and there seemed to be general satisfaction with the answers and comments given.

3. The urgent need was cited for technical training on the college level for both prospective and present employees.

4. There also was general interest and expressed need for academic transfer programs and general education.

5. Mr. Spottswood prepared and submitted to me a list of 17 technologies and supporting academic courses for which refresher training is needed. The list includes the number of employees needing or desiring the various courses - 281, the number of those for the purpose of updating a degree - 70, and the number for the purpose of upgrading for the job - 211. Mr. Spottswood also submitted a typical position description or job analysis.

The survey of employers has already established--

1. The need of employers for advanced training to prepare prospective employees and to upgrade present employees for new or changed jobs necessitated by recurrent changes in technological operations.

2. The urgent need of youth to receive training beyond high school in order to establish their employability in this age of mechanization and highly specialized technology.

No survey is needed to establish the fact that the existance of a comprehensive community college near the homes will greatly enhance and enrich the intellectual, cultural and recreational interests of all youth and adults in the area but will be a particular boon to elements in the population who previously have been deprived of similar enriching opportunities.

PROVISIONS FOR THE ACTUAL ESTABLISHMENT
OF A COMMUNITY COLLEGE IN
SUSSEX COUNTY, DELAWARE

In May 1966 Governor Terry addressed a joint session of the state legislature and advocated the passing of legislation to provide for the establishment of a two year Delaware Institute of Technology to operate on two campuses, one at the Jason plant in Georgetown and the other at a site in northern Delaware yet to be determined.

The legislation passed both houses of the legislature without a dissenting vote.

It provides for,-

a. The appointment by the Governor of a seven member Board of Trustees to operate independently of the State Board of Education and the State University.

b. That Board of Trustees make recommendations in January 1967 to the Governor on plans for the establishment of a two campus institution.

c. $50,000 was appropriated to finance the preleminary investigation and planning by the Trustees.

d. The legislature must approve the final plans and appropriate the necessary funds.

There is convincing evidence that the institution will be established at Jason in September. Because sentiment is strong and vocal in southern Delaware that the institution should be more comprehensive than the name Technical Institute implies, the Board of Trustees is considering a recommendation that the name be changed to Delaware Technical Institute and Community College in order better to descrive the type of institution to be established.

The Board of Trustees is very active in the pursuance of its duties. With an employed staff they are carrying on the necessary surveys and investigations. While the advice of the Advisory Specialist is frequently requested he has no informal or official responsibility in connection with the work of the Trustees.

It is recognized, however, that the preleminary studies and findings of the Jason Facility Study Committee and the Advisory Specialist were instrumental in focusing attention on the urgent need for post high school education and that together with the public demand which resulted there from they had and are still having considerable influence on the determination of the final decisions. It is very fortunate that Mr. William A. Carter, Chairman of the Jason Facility Study Committee is now also a member of the seven member Board of Trustees of the Delaware Post High School Institution.

SUMMARY

Part I Desegregation and Integration of the Schools of Sussex County.

1. The desegregation of the schools has proceeded on schedule and will be completed in all districts for the school year 1966-67. The single exception is the William C. Jason High School which junior and senior negro students will continue to attend through the school year 1966-67.

2. The desegregation of the schools has been accomplished but much remains to be done to accomplish complete integration. Problems resulting from the changed circumstances are new and difficult of solution. Teachers and officers in the schools need professional help in solving these problems and preventing their recurrence.

3. Among the plans developed to facilitate the smooth transition to a completely integrated system the institute for school personnel proposed in this report is of primary importance.

4. Since the proposal for the institutes has not been approved and since the urgent needs for professional help still exist we are proceeding in a limited way to utilize consultants to be funded by a provision in the approved budget of the Sussex County Project. A transfer of $2000.00 to this budget item has been approved by the United States Office of Education. As of this date five particularly well qualified consultants have been engaged and scheduled for eight days of consultative service. Additional consultants will be engaged as requests are received from individual school districts.

5. The desegregation of the schools thus far has preceeded with remarkable freedom from conflict and opposition on the part of the public. There have been no public demonstrations, concerted acts of opposition or refusals to cooperate. There have been some instances of individuals claiming that the process has not gone far enough or fast enough and a few have claimed that some children have been discriminated against in the receiving schools. The teachers and officers generally have been understanding and successful in resolving these complaints. In the very few instances in which the complaints have been formalized they have been referred through proper channels for solution. Undoubtedly there are people who are not happy about the change but in general the public reaction has been characterized by cooperation and passive or even favorable acceptance.

Part II Present Status of the Jason Facility Study

1. The survey of students' needs, interests and plans established with certainty the feasibility of establishing and operating a comprehensive community college in the Jason Facility to serve Sussex County and lower Delaware.

2. The need for a comprehensive post high school institution was established by the fact that almost as many students want and need academic transfer courses as chose courses dealing with the technologies.

3. The survey of employers although incomplete has already established the need and indeed necessity for advanced training, academic and technological, to improve employability of youth and to upgrade present employees in accordance with the requirements of new and recurring technological changes.

4. Obviously the need exists among youth and particulary among disadvantaged youth for advanced training to establish their readiness for successful employment.

5. The establishment of a two year post high school institution now seems assured by reason of the unanimous action of the State Legislature and the appointment by the Governor of a Board of Trustees with a $50,000 appropriation to finance their preparatory activities.

6. In addition to the expressed needs and interests of students and employers, adults and youth of the entire area served by a comprehensive college will benefit by the stimulus and opportunities for cultural, recreational and education activities which a college in the neighborhood would provide. This benefit will be particulary marked, as it is especially needed, by those segments of the population who hertofore have been and now are deprived of such incentives and opportunities.

SUPPLEMENT A

SUSSEX COUNTY DELAWARE PUBLIC SCHOOLS
WHITE AND COLORED ENROLLMENT
SEPTEMBER 30, 1966

DISTRICT	GRADES 1-6		GRADES 7-12		TOTAL	
	WHITE	COLORED	WHITE	COLORED	WHITE	COLORED
Bridgeville 90						
Central Elementary	191	175	-	-	191	175
N. Bridgeville Elem.	174	146	-	-	174	146
Bridgeville H.S.	-	-	299	160	299	160
Total	365	321	299	160	664	481
Clayton, John M. 97						
Frankford Elem.	174	80		-	174	80
John M. Clayton	182	107	279	95	461	202
Total	356	187	279	95	635	282
Delmar 163	-	-	503	74	503	74
Ellendale 125	102	150	-	-	102	150
Georgetown						
East Georgetown	122	17	-	-	122	17
Central	635	118	684	87	1319	205
Total	757	135	684	87	1441	222
Greenwood 91	293	100	282	57	575	157
Jason, Wm.C. H.S. 192	14	9	1	255	15	264
Laurel						
Central Elem.	134	49	-	-	134	49
West Laurel Elem.	270	89	-	-	270	89
North Laurel Elem.	458	156	-	-	458	156
Central Jr.-Sr. H.S.	-	-	771	163	771	163
Total	862	294	771	163	1633	457
Lewes						
Savannah Road Elem.	436	272	-	-	436	272
DuPont Avenue Elem.	108	43	-	-	108	43
Jr.-Sr. High School	-	-	522	171	522	171
Total	544	315	522	171	1066	486
Lincoln 3	89	140	-	-	89	140
Lord Baltimore 28	221	97	198	62	419	159
Millsboro 23						
Gumboro Elem.	77	70	-	-	77	70
East Millsboro Elem.	248	152	-	-	248	152
Millsboro Central	152	119	382	196	534	315
Total	477	341	382	196	859	537

SUSSEX COUNTY DELAWARE PUBLIC SCHOOLS
WHITE AND COLORED ENROLLMENT
SEPTEMBER 30, 1966
(continued)

DISTRICT	GRADES 1-6		GRADES 7-12		TOTAL	
	WHITE	COLORED	WHITE	COLORED	WHITE	COLORED
Milton 8						
Milton Central	154	117	330	123	484	240
Milton Elem.	182	144	-	-	182	144
Total	336	261	330	123	666	384
Rehoboth						
West Rehoboth Elem.	34	26	-	-	34	26
Rehoboth Beach Elem.	77	32	-	-	77	32
Rehoboth High School	119	38	242	43	361	81
Total	230	96	242	43	472	139
Seaford						
F. Douglass School	14	8	-	-	14	8
Blades Elem.	89	14	-	-	89	14
Katie L. Handy Middle	442	127	-	-	422	127
West Seaford Elem.	464	149	-	-	464	149
Central Elem.	378	134	-	-	378	134
Central Jr. H.S.	-	-	414	128	414	128
Seaford High School	-	-	831	181	831	181
Total	1387	432	1245	309	2632	741
Selbyville 32						
Selbyville	112	115	250	116	362	231
Phillip C. Showell	132	132	-	-	132	132
Total	244	247	250	116	494	363
TOTAL SUSSEX COUNTY	6277	3125	5988	1911	12,265	5036

Since part of Milford District is in Sussex County enrollments for that district are included:

Milford						
Lulu M. Ross Elem.	475	122	-	-	475	122
Lakeview Elem.	269	80	-	-	269	80
Milford H.S.	-	-	764	162	764	162
Milford Jr. H.S.	-	-	475	134	475	134
North Milford Elem.	389	91	-	-	389	91
Total	1133	293	1239	296	2372	589
TOTAL INCLUDING MILFORD	7410	3418	7227	2207	14,637	5625

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